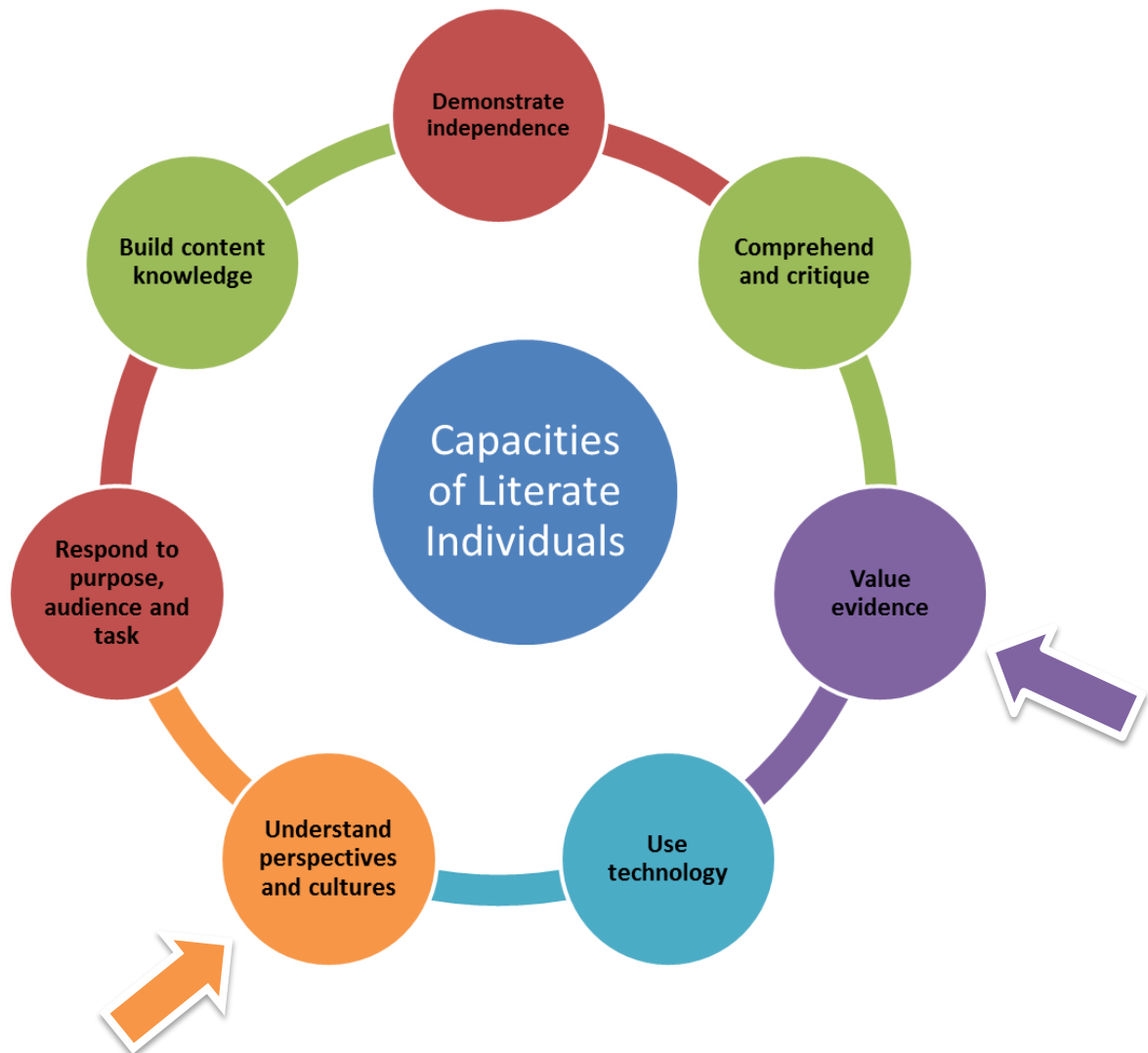


## Essential Practices for Instruction Monthly Features

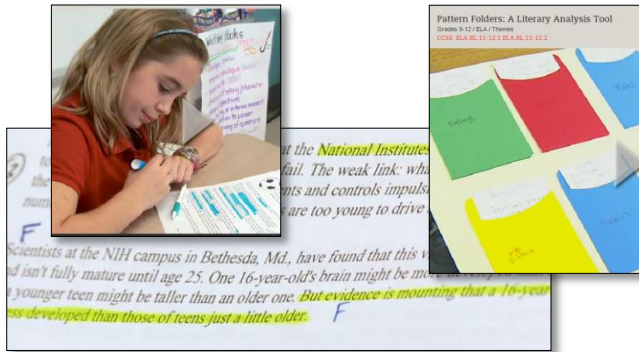


This series of monthly video features is intended to highlight essential standards-based practices for literacy instruction. These practices include the *Capacities of Literate Individuals* shown below. These are the typical abilities, inherent in English Language Arts/Literacy, that transfer across content areas. The following page contains a featured video, the standards, objectives, and practices addressed in the video, as well as a short, related, collaborative activity for your professional learning communities.



## Essential Practices for Instruction

### Issue 3: Using Evidence to Comprehend and Critique



[Selectively Highlighting to Cite Evidence](#)  
[Citing Text Evidence to Support Opinions](#)  
[Pattern Folders](#)

## Standards and Objectives

**Objective:** Promote the use of text evidence to deepen comprehension, support conclusions or develop arguments.

**PBGR Transferable Skills:** Clear and Effective Communication; Informed and Integrative Thinking

**CCSS for ELA/Literacy:**

[CCSS.ELA-LITERACY.CCRA.R.1](#)

[CCSS.ELA-LITERACY.CCRA.R.2](#)

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

## Summary of Practices

*[Value Evidence; Comprehend and Critique]*

The teachers provide useful strategies and instructional supports to help students locate appropriate and relevant evidence to draw conclusions and develop arguments from text.

## Professional Learning Community Collaborative Practice

Choose appropriate student articles or text passages from the following sites and/or form your own collections:

<https://newsela.com/> (Grades 2-12)

<http://www.readworks.org/> (Grades K-12)

<http://www.timeforkids.com/news/> (Elementary Grades)

<http://textproject.org/classroom-materials/students/fyi-for-kids> (Elementary Grades)

<http://learning.blogs.nytimes.com/> (Middle and High School)

<http://www.pbs.org/newshour/extra/> (Middle and High School)

<http://www.cnn.com/studentnews/> (Middle and High School)

Establish the *purpose* for reading and determine the *big ideas*, or *enduring understanding*, you want students to take away from the reading. Construct appropriate *text based questions* to help students comprehend big ideas and decide how you would use *selective highlighting/text marking* and *pattern folders* to help students locate and organize appropriate and relevant information/evidence to draw conclusions or develop arguments.

Useful resources for constructing text based questions:

[CCSSO Text Dependent Question Types for Informational Text](#)

[CCSSO Text Dependent Question Types for Literature](#)

[Achieve the Core](#)

